Montana SIG Transformation Logic Model

Outcomes of SEA Services Impacts Resources **SEA Services Elements of Effective SIG Program Key Partners Guidance & Collaboration** Montana Office of Public The SEA collaborates with SIG schools to maximize the School-Community/Tribal Connectedness Instruction (SEA) implementation of the SIG grant to improve student achievement and wellbeing. Participating SIG Schools Develop a well-established mechanism that fosters productive **Sound Fiscal Management** • Montana Department of Public relationships and connections between parents/families and Superintendents, business officials, Health and Mental Services educators and trustees have the knowledge Montana Behavioral Initiative (MBI Build learning environment and school climate to reflect the culture and skills to develop and maintain Support for School and District Leaders and PBS) and values of the community sound fiscal management policies SEA hires, trains, and monitors services provided to SIG University of Montana Institute for Leverage Community/tribal leaders resources and agencies to and practices, and ensure that SIG schools through a network of reform specialists: **Educational Research and Services** educate and support the whole child, including wrap-around services elements are sustainable. **Community Liaison**—Establishes better relationships Vista/AmeriCorps Build strong networks of support and communication among among youth, parents, school, and the community at large. parents/families, school, community, tribes and other organizations NWRCC Wrap-Around Facilitator—Coordinates behavioral and Gear Up **Collaborative Community** mental health student assistance services. School and District Capacity Tribal Governments & Education Relationship Montana Behavioral Institute—Implements positive School Board and administration are engaged in setting strategic Departments behavioral support programs. Collaborative, reciprocal directions, establishing budgets, setting policy, and making decisions Other State Education Agencies **Transformation Leader**—Works with the school relationship between that supports student learning and school improvement efforts in Curriculum Providers - NTN, Sideadministrators and provides technical assistance in parents/families and educators by-Side, Carnegie managing the schools. focused on the whole child as a Ensure schools have established an effective instructional vision **School Board Coach**—Helps the school's governing body learner Provide time for teachers and administrators to collaborate and develop and puts in place appropriate policies for the participate in high quality professional development district. **Key Resources** Adopt rigorous curricular programs aligned with standards Fiscal Management Support Team—Provides services to **Increased Student** Provide more time for students to engage in learning Mass Insight support sound fiscal management Establish a tiered intervention program (RTI) **Engagement** Instructional Leader—Provides assistance and training to Sam Redding – CII Build system infrastructure and ensure sound fiscal management Delaware Model Parents/families ensure students attend school regularly, stay on **Improving Teaching and Learning** track with coursework and **Evaluation (SOPPAS)** graduate on time Hold all students to high expectations for college and career SIG Program Leadership Implement a new teacher and principal evaluation system that supports: Be a reflective practitioner that strives toward continuous School Transformation Director Planning and preparation improvement of instructional practices Teaching and Learning Coordinator College & Career Ready Positive school and classroom environment Participate in professional development and following Caring Schools Coordinator Increased student interest in and through by implementing changes in classroom practice High quality instruction Students, Families, and improved preparation for college Collaborative teams (teachers, support staff, administration) Professional responsibilities Communities Coordinator and career focus on enacting a common understanding of how students Continuous improvement **Evaluation and Professional Development Specialist** Collaborative teams analyze multiple sources of data to • Contracts and Logistics Coordinator monitor, guide, and adjust instruction at the system and Improved Instruction student level Guided by an instructional vision Implement a system to immediately and effectively identify **Evaluation** and evidence from data, teachers and provide interventions and services to address the needs Implement evaluation activities that measure the degree to continuously examine and improve of all students which the efforts of the school have produced the desired the effectiveness of the classroom. impacts

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